

# St Julie's Care Club

St Julie's Church Hall, Howard's Lane, Eccleston, St. Helens, Merseyside, WA10 5HJ

## Inspection date

08/01/2014

Previous inspection date

29/04/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- Relationships between staff and children are relaxed, positive and supportive, so children are able to feel safe, confident and settled at the club. They demonstrate good behaviour and play well together.
- Children help staff to prepare healthy snacks using fresh ingredients. This meets their dietary needs and supports their awareness of how to maintain a healthy lifestyle.
- Children's personal, social and emotional skills develop steadily through the relationships they forge with each other. Children's spoken language is well promoted and staff extend children's vocabulary.

### It is not yet good because

- Partnership working is not sufficiently established to ensure the learning that takes place in school is complemented in the club.
- Some records are not effectively maintained, easily accessible and available for inspection at anytime to ensure that children are fully protected.
- Areas and resources used by children are not effectively organised, so they can rest and relax after their day at school and make full choices about what to play with.
- Monitoring and evaluation is not strong enough to inform the club's priorities and set challenging targets to secure continuous improvement.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children being collected from school and activities in the church hall.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and the provider's self-evaluation form and improvement plan.
- The inspector held a meeting with the manager and spoke to individual staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of children, parents and carers spoken to on the day.

## Inspector

Lynne Naylor

## Full report

### Information about the setting

St Julie's Care Club was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Eccleston area of St Helens and is managed by St Julie's Care Club Committee. It serves the children who attend the school on site. The club operates from the church hall and sometimes from the school hall and the information and communication technology suite. Children have access to an outdoor play area.

The club employs five members of childcare staff. The manager holds Qualified Teacher Status and leads a team of four staff. Of these, three hold early years qualifications at level 3. The club opens Monday to Friday from 7.45am to 8.50am and from 3.15pm to 5.45pm during school term time. There are 64 children on roll, of whom 11 are within the early years age group. The club supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve partnership working with parents and other providers by, for example, getting information about children's starting points from parents and ensuring that the learning that takes place in school is complemented
- maintain records to ensure they are easily accessible and available for inspection at anytime, so that children are fully protected.

#### To further improve the quality of the early years provision the provider should:

- improve the organisation of the room and activities and widen the range of accessible toys, so children can make more choices about what to play with
- improve the evaluation and monitoring process to inform the club's priorities and set challenging targets to secure continuous improvement.

## Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

The manager and staff have a sound understanding of the Early Years Foundation Stage. They regularly meet to share ideas for themed activities and experiences. This ensures, over each term, an adequate programme of activities is planned, which provide sufficient challenge to help most children make sound progress. Wall displays show a range of craft activities linked to a winter theme. Winter themed words are also displayed, which increase children's vocabulary and support the development of their literacy skills as they read them and use them in their writing. Children name their own work and draw pictures using freely available pens and paper at the table. They concentrate well and develop dexterity as they cut and glue different coloured papers and materials on to paper. However, staff do not always organise space and resource areas well. At inspection, there were no cosy spaces in which children can sit, relax and chat with friends, few writing materials in the role play area and a limited range of art materials freely available. As a result, children's opportunities to initiate and extend their own learning are hampered and some activities lack a good level of challenge. However, children enjoy their time at the club and occupy themselves. They freely access a sufficient range of activities to promote their skills in communication and language and in their personal, social and emotional development. Staff play alongside children, offer guidance and effectively foster children's speaking and listening skills as they encourage them to talk to each other. As a result, children communicate confidently and happily engage staff and visitors in conversations.

Children's physical development is adequately promoted, indoors and sometimes outdoors. They use a range of small tools, such as scissors and cooking equipment, which develop their finger skills and coordination. Children play table top games involving dice and counting items and play matching games with picture dominoes. Therefore, some aspects of children's mathematical skills steadily increase as they play. Children play imaginatively with small world toys, such as the toy animals and farm, toy cars and road mat, kitchen and basic accessories, such as pots, pans, cups and plates. They demonstrate their awareness of technology as they play with pretend electrical items in the play kitchen. They spend at least a day each week using the computers in the school technology suite, which enables them to further develop their technological skills.

Staff observe children and are beginning to routinely assess their abilities and track their progress on a useful form. Club staff also work at the school during the day. This useful, close link enables some informal information exchanges to support continuity in some children's learning. However, partnership working is not strong enough to ensure that the club complements the learning that takes place in the school where children spend most of their time. In some ways, staff work generally well with parents to appropriately meet the needs of children. Information in the written parent pack and on the parents' notice board keep parents suitably informed about their child's time at the club. Parents and carers verbally exchange information with staff each day and discuss what children have taken part in during the session. Little information is gathered from parents about what children already know and can do before they start at the club. However, whenever specific information is provided by parents, staff use it to support children's development.

### **The contribution of the early years provision to the well-being of children**

Each child has a member of staff identified as a key person to help them become familiar with the club and to build a relationship with their parents. They gather information about each child's personal preferences and requirements, which supports the settling-in process. Children form close relationships with caring staff that as a team, carefully monitor their welfare and care needs. They are emotionally well supported to make the moves between home, club and school. Staff make and follow plans to support individual children who find the transitions difficult. On these occasions, club staff liaise well with school staff to ensure the transition between home, the club and school is successful. Older children care for and support younger children and all of them develop a secure understanding of acceptable behaviour. Each new child has an older child named as their buddy to help them settle in, play games with them and help with tasks, such as placing their belongings in a pod for safety and carrying their snack to the table. Children behave very well and their personal, social and emotional skills develop steadily through the relationships they forge with each other.

Indoors, children operate with some independence. The hall is safe, welcoming and adequately resourced because staff set out toys before collecting the children from school. However, staff do not always make the best use of the resources and space, both inside and outdoors, to provide the best quality learning experiences for all children. Children help themselves to healthy food items from the kitchen hatch, such as curry, rice, freshly chopped fruit, for instance, grapes, satsuma and pineapple. Children comply with safety routines and follow appropriate hygiene practices. They know why they routinely wash hands before handling food. Staff are aware of children's health requirements, allergies, special dietary needs and their food preferences. Children learn about healthy eating when they help to prepare food, for example, they make their own bread, soups and pizzas. Regular cooking activities also enable them to develop a sound understanding of how to use kitchen tools safely and manage risks.

Indoors, children develop dexterity and good hand to eye coordination through handling and joining small pieces in construction sets. They exercise vigorously as they run on the grass and play with balls and walking stilts. Sometimes, children walk in the surrounding area to collect natural items, such as leaves. As a result, children's physical development is reasonably well promoted and they begin to develop positive attitudes to exercise. Children broaden their cultural awareness by sharing family customs through tasting foods and craft activities and being involved in activities related to the celebrations of others. For example, they taste a range of foods at Chinese New Year and they make and taste pumpkin soup at Halloween. There are some books, which reflect positive images of culture and disability to promote and value children's awareness of similarities and differences.

### **The effectiveness of the leadership and management of the early years provision**

The manager and staff of the club have a sound awareness of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Policies and procedures generally meet requirements and are shared with parents to keep them informed. Although, there is currently no adverse impact on the children's safety and

welfare, at inspection, some of the required documents and records were not easily located and readily accessible for inspection. This is because they are not kept in an orderly way. Staff demonstrate a clear knowledge of the indicators of abuse, who to contact and how to work with other agencies if they have any safeguarding concerns. Therefore, children are protected. The church hall is well organised, so children move around freely and safely. Suitable recruitment and vetting procedures are followed and Disclosure and Barring Service checks are undertaken. The premises is secure and the arrival of any visitor is carefully checked and a clear record maintained. In addition, a daily risk assessment checklist is completed. Actions and recommendations from the previous inspection have mainly been suitably addressed. For example, records of medicine administration are now appropriately kept. Evacuation procedures are displayed and practised regularly. Steps have been taken to widen the range of outdoor activities to include learning opportunities in addition to physical development. The range of equipment available for use outdoors has increased, although, children do not always play outdoors at each session.

The manager recognises most of the club's strengths and weaknesses. She takes account of any views expressed by children and parents. She works closely with the local authority development worker and uses the guidance provided to improve the provision for the children. However, there is a lack of secure monitoring and no method for ensuring that the good practices are consistently followed. Evaluation is not fully effective in driving forward improvements, in order to raise the overall quality of the club. Staff receive appropriate induction training to help them understand their roles and responsibilities. The small staff team meet regularly to share ideas for activities. They talk informally at the start and end of each session to discuss any childcare related issues. Supervision and appraisals of staff are beginning to support staff and identify any specific training needs.

Staff work well with parents and external agencies to meet the needs of children with special educational needs and/or disabilities, so they receive appropriate interventions and support. Relationships with parents are sociable. Parents are warmly welcomed, as all staff are fully committed to working in partnership with them. Parents, who expressed a view at the inspection, speak very positively about the staff. They comment on the 'welcoming staff' and how their children enjoy attending the club. Daily verbal exchanges with parents effectively support children's well-being, although, sharing of information about their learning is minimal. Staff who work in the club also work in the school during the day, which enables some information sharing to take place. However, monitoring of the information sharing does not take place to ensure all children benefit from this partnership.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	502601
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	819336
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	64
<b>Name of provider</b>	St Julie's Care Club Committee
<b>Date of previous inspection</b>	29/04/2009
<b>Telephone number</b>	07949 497 011

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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